



The Transition Process: From Early Supports to Age 3



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Session Goals

1. Acknowledging Awkward Feelings (it's okay!)
2. Roadmap to Transition
3. Embracing Your Parent Role in Transition
4. Find Your People! Learn How to Connect
5. Tips from the Parenting Trenches

Acknowledging Awkward Feelings

It's okay to feel unsure, unprepared or nervous about the Transition process. (We've all been there!)

Everyone is so much smarter than me!

I have no idea what I'm doing!

Everyone is judging my parenting...

I'm not qualified for this!

What if I don't advocate hard enough?!

I'm failing my child!

Roadmap to Transition

Transition planning begins between 6 and 9 months prior to a child's 3rd birthday.

The Early Supports (birth-to-three) team will continue to track the child's progress leading up to transition and will begin communicating with the local school district if they believe the child is likely eligible for Special Education services (preschool) when they turn 3.

The months leading up to a child's 3rd birthday includes information sharing, meetings and evaluations.

If the child is determined eligible for special education services, they will transition to a developmental preschool on their 3rd birthday.

If they are not eligible for special education, they will exit the Early Supports/birth-to-three system.

It is NEVER too early to speak with your Family Resources Coordinator about Transition!



Acronyms & Definitions

ESIT = "Early Supports for Infants and Toddlers"

The state agency that oversees Early Intervention/birth-to-three services in Washington state. The ESIT team is part of the Washington State Department of Children, Youth and Families.

EI = Early Intervention, aka "birth-to-three" or "early supports" or "Part C Services"

Services designed to support young children, ages birth to three years, who experience developmental delays or disabilities. These services are provided in a "natural environment," most often in the home of the family, but also in childcare settings or other community spaces.

Transition = The transition from Early Intervention/Birth-to-Three services

The 6- to 9-month process that begins when a child receiving Early Intervention services is 2- to 2-1/5 years old. A child with exit, or transition from, Early Intervention on their 3rd birthday. Children eligible for Special Education will enter a developmental preschool setting managed by their local school district.

IEP = "Individualized Education Program" (may include reference to "Part B Services")

A written document that guides student learning through special education. The IEP document is a result of evaluations and meetings and includes specific student placement, services and goals for the upcoming school year.

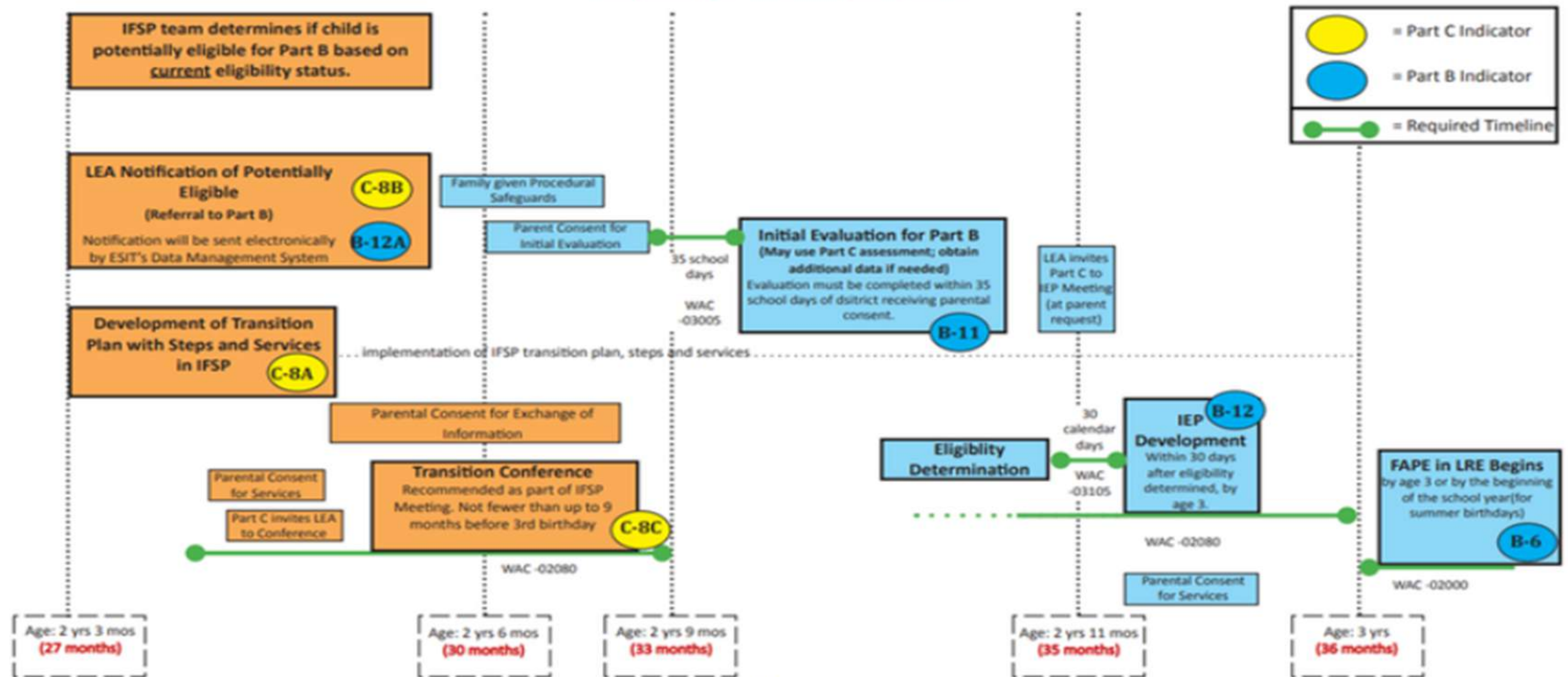
IDEA = "Individuals with Disabilities Education Act"

A federal law ensuring that children with disabilities receive a Free and Appropriate Public Education (a requirement referred to as "FAPE"). This law governs access to both Part C services (Early Intervention - ages 0-3) and Part B services (Special Education - ages 3-21).



Early Childhood Transition from Part C to Part B Timeline Requirements

adapted for Washington State



Developed by the National Early Childhood Technical Assistance Center

nectac

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Link in chat box!

Embracing Your Parent Role

What is the parent role in the Transition Process?

- Talk with your child's Early Intervention providers and Family Resources Coordinator (FRC) about the Transition Process and your child's Transition Plan.
- Engage in the Transition process by providing input, sharing goals and asking questions.
- Explore different resources and services available to your child following Transition and ask questions about those services.
- Speak up when you have ideas or input around the Transition Plan and your child's IEP evaluations and meetings. Do not hesitate to share input. You know your child best!

Parents are essential members of the Early Intervention transition and IEP team. Take every opportunity you have to participate in this process and to participate fully as a member of the team.



MAIN EVENT

MALACHI STOHR-HENDRICKSON

Our Vision for Malachi's Future:

Our desire is for Malachi to have a positive academic experience in an inclusive environment with zero-tolerance for bullying. We want to challenge him to become the best version of himself. Our ultimate goal is for Malachi to develop independence. We want to present him with every opportunity for his future, so that he can lead a life of his choosing.



Our Core Beliefs:

We are strongly family-oriented and believe in "Patient Parenting." Malachi has a large network of people who love him and are involved in his care and education. We are a disability-positive family of progressive liberals. We work hard not to pre-judge individual ability, and we presume every competence from those with disabilities. We do not believe that disability is, in any way, a sad or unfortunate state of being; rather, an inaccessible society built on the false grandeur of ableism is the biggest obstacle in the way of those with disabilities. In our home, we celebrate diversity, and we work every day to identify and address our own internalized biases and call out the discriminatory policies that impact our communities. We are vegetarians and animal lovers; Malachi's brother and sister bark "Hello!" We are environmentalists. We love spending time outdoors. We prefer shopping at small, local businesses and restaurants. Christmas is our favorite holiday. We love playgrounds and parks, coffeeshop hang-outs, and the public library. We choose walking (and rolling) over car travel. Welcome to the family!

Our Pedagogical Preferences:

Our family believes in theme-driven, cross-curriculum instruction and play-based learning that is individualized and driven by student interests to the greatest extent possible. We do not believe in standardized testing anymore than we believe in standardized learning. We do not agree with learning and instruction under pressure; education should come naturally as we want Malachi to develop a true love for learning. We believe in field trips and time invested in non-tested subject matter, including art, music, drama, library, adaptive physical education, sex education, and other topics that promote learning and independence in non-traditional ways, such as cooking, gardening, etc. We prefer for Malachi to learn in a dual-language program that combines English language learning with American Sign Language or SEE signing. We believe every classroom should accommodate students of all abilities; the supports necessary to facilitate an individualized learning model should be provided within mainstream classrooms. General education, by default, should be considered the most appropriate learning environment for every student.

Malachi's Favorite Things:

The color blue
Sensory play
Construction trucks
Sesame Street
"Wheels on the Bus"
Being outdoors
Giraffes
Donald Duck & Goofy
"Itsy Bitsy Spider"
Bead mazes
Books/Reading
Playmat
Puzzles
Trees & flowers

Malachi's Dislikes:

Loud, sudden noises
Cold things & ice
Feeling too hot
Hugs
Forced physical therapy
Prone positioning
People taking items from him
Things on his head
Stickers
"Pout, Pout Fish"
People laying next to him
Loud voices & yelling
Sharing toys

THE Home Team



Hometown: Yakima, WA
Location: Lynnwood, WA
Position: Attorney/Advocate
Walk-up Song: "Mom" by Meghan Trainor



Hometown: Belt, MT
Location: Lynnwood, WA
Position: Accessibility Specialist
Walk-up Song: "Growing Up" by Macklemore & Ryan Lewis



Location: Sioux City, IA
Position: Speech-Language Pathologist
Walk-up Song: "Shout" by The Isley Brothers



Location: Great Falls, MT
Position: Spec. Ed. Teacher (Retired)
Walk-up Song: "Sesame Street: Sunny Days" (Theme Song)



Location: Yakima, WA
Position: Kindergarten Teacher (Retired)
Walk-up Song: "The Magic School Bus" (Theme Song)

Malachi Stohr-Hendrickson

Age 3 – Preschool



Our Vision for Malachi's Future: Our hope is for Malachi to have a positive academic experience, in a highly flexible learning environment designed for maximum inclusion. We want Malachi to be challenged by educators who believe in his limitless potential and who will help him grow and learn, at his own speed and in his own way. We want these preschool years to serve as a foundation for Malachi to dream big and build a life of his own choosing.

Favorites: Sesame Street; nursery rhymes; color blue; chewies; trucks

Dislikes: Cold touch/ice; hats; feeling hot; crowding his space; hand-over-hand work; snuggles

Current Goals:

- Reintroducing use of wheelchair
- Adapting & reintroducing stander
- Sensory acceptance of cold things
- Coloring/drawing/painting
- Independent sitting
- Whole communication
- Adaptive skills (brushing teeth, dressing)
- Eating by mouth

Recommendations for Learning:

- Academic learning through song/dance
- Thematic learning strategies
- Hands-on / art projects
- Sensory activities
- Zoom classroom in Gallery View
- Small group therapy / playtime
- Access to oral stimulation during class

A little about Ezra James Allen

Age 5
Kindergarten



STRENGTHS

I recognize many letters, shapes and colors.

I know a lot of ASL.

I have strong receptive language.

Smart and eager to learn.

Personable and outgoing.

Visual learner.

A FEW OF MY FAVORITE THINGS:

SUPERHEROES AND ZOMBIES.

ANYTHING WATER!

FOODS ESPECIALLY PIZZA, FRIES, AND ICE CREAM.

BOOKS, MUSIC, PLAYING AND BLOCKS.

WHAT WORKS WELL:

PATIENCE
AMPLE TIME TO RESPOND
FIRST/THEN STATEMENTS
CELEBRATING/ POSITIVE
REINFORCEMENT

WHAT DOESN'T WORK WELL:

SUDDEN
TRANSITIONS
BEING RUSHED
LOUD NOISES

WHAT I AM WORKING ON:

FINE MOTOR SKILLS LIKE
DRAWING DIFFERENT
SHAPES.

GROSS MOTOR SKILLS
LIKE JUMPING,
SPEAKING CLEARLY.

MORE 2-3 WORD
PHRASES AND SENTENCES
BOTH VOCALLY AND
WHILE USING ASL.

- If you believe in me, that changes everything.

A FEW MORE THINGS ABOUT EZRA JAMES ALLEN

I take one packet of simply thick for every 4oz of liquid.

I like to eat and need snacks throughout the day.

I do not like all solid foods; food I currently like are: yogurts, apple sauce, bananas, mash potatoes, spaghetti (chopped up please), soups, pizza, cupcakes, rice with beans and cheese and I love apple juice!

WHEN INTRODUCING NEW FOODS MY MOM AND DAD DO THE FEEL IT, SMELL IT AND LICK IT TEST.

Get Connected!

Connecting with local parent organizations and support groups provide opportunities to continue learning and engaging with other parents and caregivers of young children with disabilities:

- Parent to Parent: Connects parents of children with new diagnoses with more experienced parent-caregivers
- Support Groups: Nonprofits and medical organizations across the state may offer support groups for parents of children with disabilities.
- Parent Coalitions: Statewide network helping parents to organize and amplify their voices on issues that matter to them.
- PTAs/PTOs, including Special Education parent groups: Available in your local school district or at individual schools.
- IEP Parent Partner programs: Supports parents as they begin to navigate the IEP process.

Dispute Resolution

If conflict arises during transition: Parents and providers or school districts are encouraged to work together to try to resolve disagreements.

If disagreements cannot be resolved informally, then, parents may use formal dispute resolution options.

- **For dispute resolution in Early Intervention: WA ESIT webpage**
- **For dispute resolution in school: WA OSPI Special Education webpage**
- **Additional resources and contacts include:**
 - **WA Office of the Education Ombuds (OEO)**
 - **Consult an experienced attorney or advocate**



Parent Advocacy



Parents can also get involved in leadership and advocacy training programs to help learn about disability systems, build confidence and develop more connections.

The Washington State Department of Children, Youth & Families (DCYF) offers a 12-month leadership program, the Parent Institute for Engagement (PIE), for parents and caregivers of children who have received Early Intervention services in Washington state.

Contact Vanessa Allen for more information: vanessa.allen@dcyf.wa.gov

Tips From the Parenting Trenches

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